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ABSTRACT

The Comprehensive Tests of Basic Skills (CTBS) battery is administered in New Mexico school districts, as part of a state mandated assessment program, to students in grades 3, 5, and 8 to measure achievement in basic skills (reading, language, and mathematics). Various types of test data are presented for use in modifying the basic instructional program in the Albuquerque Public Schools (APS). The 1986 test results for individual APS schools and average percentile ranks across the district are contained in graphs, figures, and tables. Test scores for each grade level of APS students are better than those in the national norming population for almost every content area subtest. Between 1985 and 1986, third graders' scores improved in nine content area subtests and showed a two percentile point decline in one subtest; fifth graders' scores increased on all but one subtest; and eighth graders' performance increased in language mechanics, language expression, spelling, and reference skills. Average percentile scores compare the performance of APS students to the national norm group; the range of average performance is from the 40th to the 60th percentiles. School by school data show the percentage of students in the below average, average, and above-average ranges in the CTBS major content areas. Student attendance and mobility rates for each school are included since these factors may impact group performance. (TJH)

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SPRING 1986

DISTRICT REPORT

grades 3,5,and 8

ALBUQUERQUE PUBLIC SCHOOLS

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ALBUQUERQUE PUBLIC SCHOOLS

CTBS TESTING - 1985/86

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SUMMARY

Each spring the Comprehensive Tests of Basic Skills (CTBS) battery is administered to students throughout New Mexico as part of the State Department of Education mandated assessment program. This report contains information regarding 1986 test results for APS students in grades 3, 5, and 8 on the CTBS, a standarized, norm-referenced achievement test. Throughout this report various types of test results are presented which provide data for the modification of the instructional program of the Albuquerque Public Schools.

The CTBS, Form U was developed by a major test publisher to reflect nationwide trends in curriculum and instruction during the 1980's. Therefore, the skills and items in this achievement test battery are not perfectly congruent with the curriculum of the Albuquerque Public Schools or the curriculum of any other specific school district, but represent a sampling approach to the measurement of specific content. With this limitation in mind, the purpose of this report is to present CTBS test data with narrative interpretation designed to be a useful tool for district instructional leaders as well as school administrators and teachers.

This report compares data for the past three years for grades three, five, and eight and presents a longitudinal study of matched, intact groups of students.

The data show that:

1. Test scores for each grade level of APS students are better than scores of students in the national norming population on almost every content area subtest.

2. Average percentile scores compare the performance of APS students to that of national norm group. The range of average performance for an individual is from the 40th to the 60th percentiles.

   - *Third Grade students scored above average in language expression, language mechanics, math computation, math concepts and applications, science and social studies. Scores in 1986 show improvement over the previous year in nine content area subtests and a two percentile point decline in one subtest.*

- *Fifth Grade students showed an increase on all but one subtest when compared to 1985 fifth graders. Above average performance is noted on all subtests with the exception of spelling.*
- *Eighth Grade students scored in the above average range on all subtests. Increases are noted in the following areas when compared to 1985 performance: language mechanics, language expression, spelling and reference skills.*

3. A longitundinal study of matched, intact groups of students shows students' growth over time.

   - *A comparison of the students from their third grade testing to fifth grade testing shows some progress in Total Reading and Spelling.*
   - *A comparison of the students from their fifth grade to eighth grade testing reveals growth in Total Language, Spelling, Science and Social Studies.*

4. CTBS subtests at all three levels measure several academic skills in each content area. School personnel examine the skills analysis data to determine the degree to which students have mastered academic skills as measured by these tests.

   - *APS third graders scored as well as or better than the national norm group in 44 out of 47 skills.*
   - *APS fifth grade students scored higher than or equal to the national norm group in all 52 skills.*
   - *APS students in the eighth grade scored better than the national norm group on all 55 skills measured.*

5. An examination of the number and percentage of students at all three grade levels reveals a general trend for APS students to score in the higher percentile ranges. On most subtests, APS students score above the national median.

6. School by school data show the percentage of students in the below average, average, and above average ranges in the major content areas measured by these tests. Student attendance and stability rates for each school are included since these factors may have an impact on group performance at each school.

ACKNOWLEDGEMENT

Planning, Research, and Accountability wishes to thank APS Data Services for their professional cooperation and high quality service in scoring the CTBS at all grade levels.

COMPREHENSIVE TESTS OF BASIC SKILLS

General Information

The Comprehensive Tests of Basic Skills (CTBS) is a state-mandated achievement test that is administered each spring to students in three separate grade levels throughout New Mexico. Students in grades three, five, and eight are the target populations for the state assessment plan. This report contains summary results for APS students on the CTBS, Form U, as compared to the original test publisher's nationwide norming sample.

The CTBS, Form U test battery measures the three basic skills areas of Reading, Language, and Mathematics by dividing the specific content areas into several subtests: Word Attack (level E, grade 3 only), Reading Vocabulary, Reading Comprehension, Language Mechanics, Language Expression, Mathematics Computation, and Mathematics Concepts and Applications. A Total Battery score is derived from the combined results of the above mentioned subtests. Spelling, Reference Skills (not included on level E, grade 3 test), Science, and Social Studies tests are administered as additional subtests and are reported separately from the Total Battery score.

Each test item is categorized in one of four process classifications: recall, explicit information skills, inferential reasoning, and evaluation. This classification system, based in concept on Bloom's taxonomy, was designed by the test publisher to aid teachers in determining major strengths and shortcomings of the curriculum as it is conceptualized through instructional objectives and presented to students through instructional strategies.

The CTBS Form U Subtests and What They Measure

READING

A. Word Attack (level E, grade 3 only)

The Word Attack test includes three types of word recognition skills: phonetic decoding of words, decoding of words by structural parts, and recognition of sight words. Students are asked to recognize syllables, root words, affixes, compounds, and contractions.

READING (continued)

B. Reading Vocabulary

The Reading Vocabulary test consists of same meaning words, multimeaning words, unfamiliar words in context and the meaning of affixes. The student's task is to choose the synonym for the underlined word in each phrase or sentence.

C. Reading Comprehension

The items on the Reading Comprehension test are based on several reading selections. Some reading passages portray feelings and situations universally experienced by young people; other passages present enriching informative material.

At all levels the test measures specific skills in both literal and critical comprehension. Items test the student's ability to extract details, analyze characters, identify main ideas, and draw conclusions from passages. The test measures the ability to differentiate among writing techniques and among forms of writing.

SPELLING

Items on the Spelling test measure applications of spelling rules for consonants, vowels, and various structural forms. Material is presented in the context of sentences with a missing word. The student identifies the correct spelling of the word that would complete the sentence.

The rationale for this item format is threefold:

1. Spelling words are taught in a meaningful context.
2. Recognition of a spelling error is a skill that a student would apply to proofreading his own written material.
3. Homonyms and other easily confused words represent important content in a spelling program, but can be tested only in the context of a sentence.

The misspellings in this test are common among students. The words included in each level of the spelling test were carefully selected to represent spelling rules widely taught at each level. From the student's wrong responses, the teacher can determine which rules the student needs to master.

LANGUAGE

A. Language Mechanics

This test measures punctuation and capitalization skills. The skills are presented in discrete sentences or passages. Editing skills are also tested.

B. Language Expression

The Language Expression test contains items that measure skills in language usage and sentence structure. The items measure skills in the use of various parts of speech, formation and organization of sentences and paragraphs, writing for clarity, and the appropriate use of various writing styles. All items in the test are based on rules of standard written English.

MATHEMATICS

A. Mathematics Computation

This test consists of items in addition, subtraction, multiplication, and division. Depending on the level of the test, there are items in each section dealing with whole numbers, fractions, decimals, integers, algebraic expressions, exponents, and percents.

B. Mathematics Concepts and Applications

The Mathematics Concepts and Applications test measures the student's understanding of math concepts. Specific skills include numeration, number sentences, number theory, problem solving, measurement, and geometry. This test also measures the student's ability to select and carry out problem solving operations.

REFERENCE SKILLS (not included on level E, grade 3 test)

The Reference Skills test measures the ability to find and use reference materials and to follow library procedures. Item content is related to parts of books, dictionary use, library skills and consumer skills. This test assumes that the student has had a library available and has received instruction in its use.

SCIENCE

The Science test assesses the student's ability to investigate problems in science and, to a lesser degree, to recall scientific facts or concepts. Investigative skills measured are the abilities to classify objects or phenomena, measure or quantify data, recognize a trend in data, predict outcomes, recognize methods of inquiry, and analyze an experimental design. The student demonstrates these skills by interacting with data presented in charts, diagrams, drawings, graphs, and written passages. The items are distributed across the various content areas of botany, zoology, ecology, physics, chemistry and land, sea, or space science.

SOCIAL STUDIES

The Social Studies items measure the student's grasp of concepts, generalizations, and inquiry skills necessary for effective problem solving in social studies. These skills are tested in settings drawn from six content areas: geography, economics, history, political science, sociology and interdisciplinary studies. The student is required to recall specific information, to read maps and other graphic material, to interpret verbal material, to distinguish fact from opinion, and to employ formal logic in problem solving.

COMPOSITION OF CTBS BATTERY

FORM U

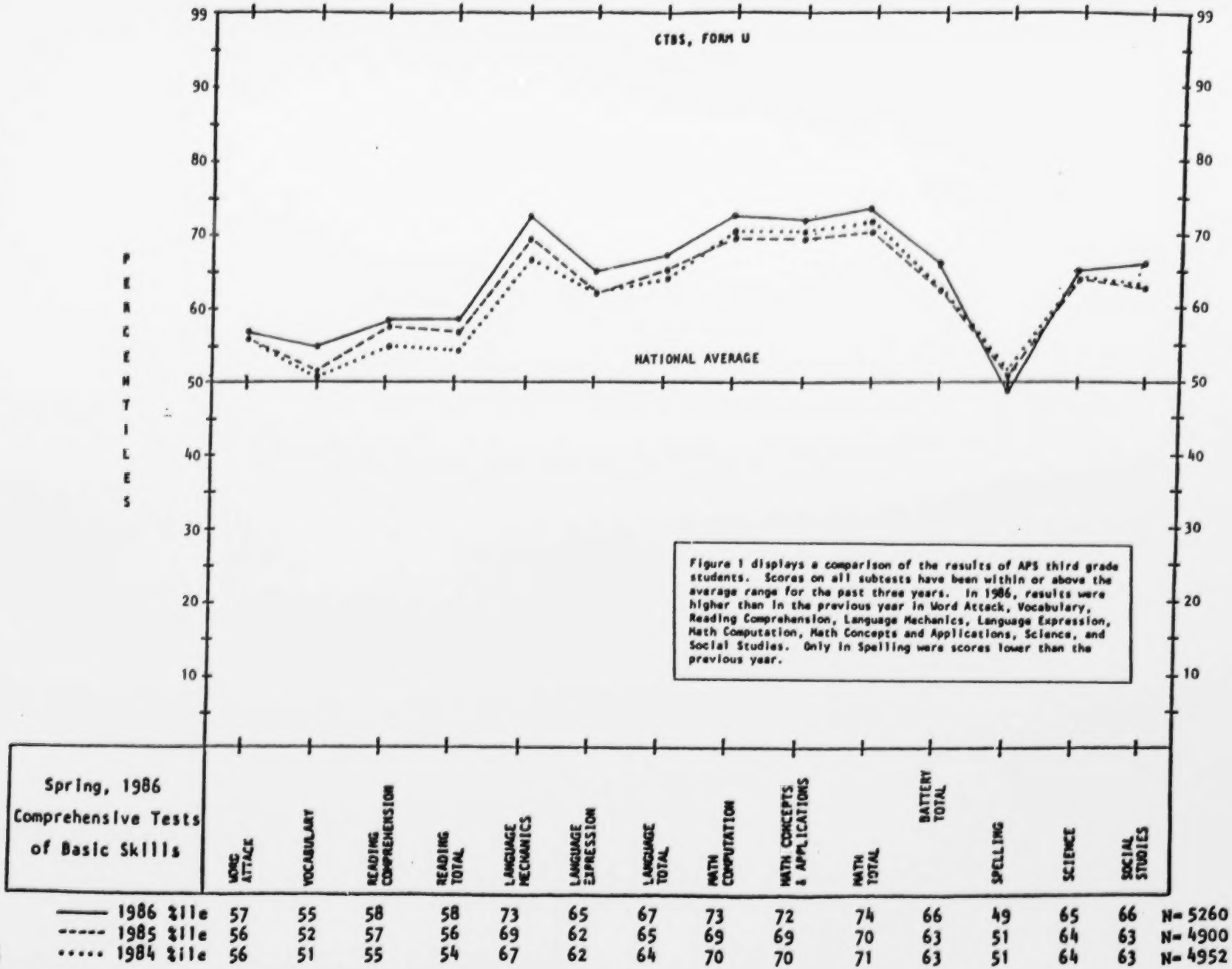
GRADE 3, LEVEL E
GRADE 5, LEVEL G
GRADE 8, LEVEL H

CONTENT AREA	SUBTESTS	NUMBER OF ITEMS BY GRADE 3	NUMBER OF ITEMS BY GRADE 5 and 8
Reading	Word Attack †	35	
	Test 1 - Reading Vocabulary	30	45
	Test 2 - Reading Comprehension	30	45
Spelling	Test 3 - Spelling *	25	30
Language	Test 4 - Language Mechanics	20	30
	Test 5 - Language Expression	25	45
Mathematics	Test 6 - Mathematics Computation	36	40
	Test 7 - Mathematics Concepts & Applications	40	45
Reference Skills	Test 8 - Reference Skills †		20
Science	Test 9 - Science	30	40
Social Studies	Test 10 - Social Studies	30	40

†The Level E test for grade 3 is the only one that includes a Word Attack Test, but does not have a Reference Skills Test.

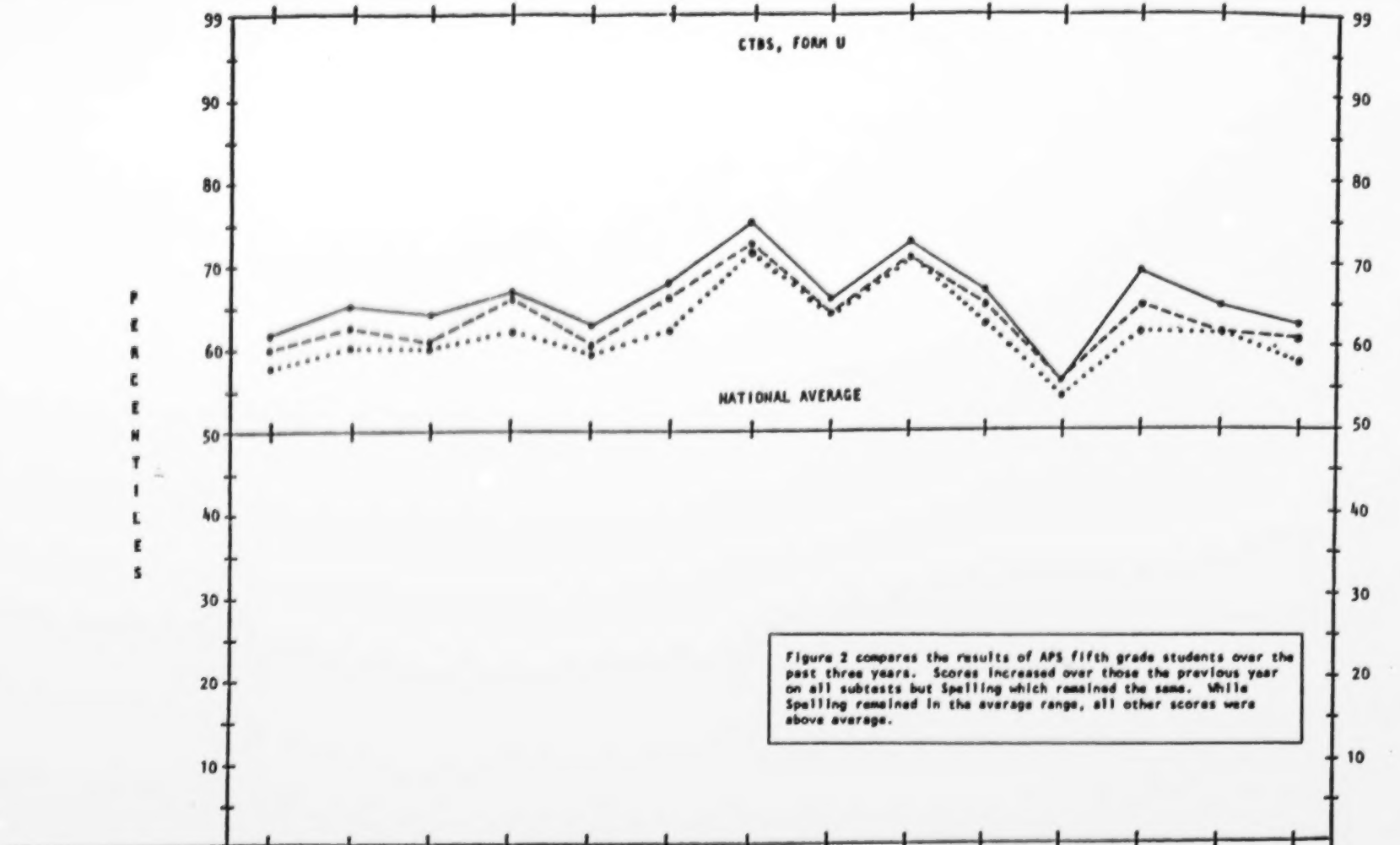
*Spelling is a completely separate subtest and category not included in any subtotals or the Battery Total.

The fewer the number of items is for any particular subtest, the greater is the impact of missing each item in the overall individual, school, or district score.


CTBS, FORM U
PERCENTILES
99
90
80
70
60
50
40
30
20
10
NATIONAL AVERAGE
Figure 1 displays a comparison of the results of APS third grade students. Scores on all subtests have been within or above the average range for the past three years. In 1986, results were higher than in the previous year in Word Attack, Vocabulary, Reading Comprehension, Language Mechanics, Language Expression, Math Computation, Math Concepts and Applications, Science, and Social Studies. Only in Spelling were scores lower than the previous year.

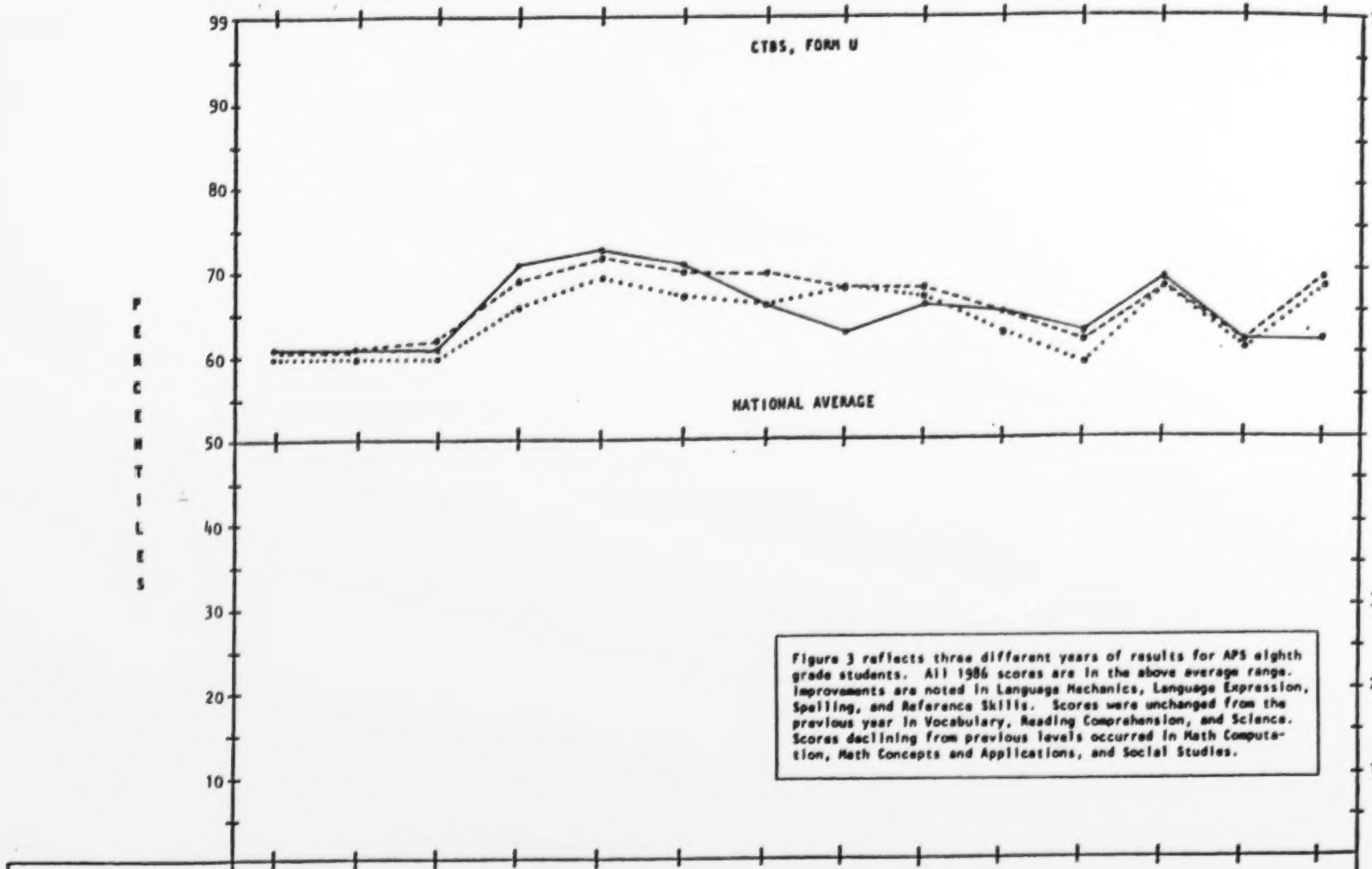
Spring, 1986 Comprehensive Tests of Basic Skills	WORD ATTACK	VOCABULARY	READING COMPREHENSION	READING TOTAL	LANGUAGE MECHANICS	LANGUAGE EXPRESSION	LANGUAGE TOTAL	MATH COMPUTATION	MATH CONCEPTS & APPLICATIONS	MATH TOTAL	BATTERY TOTAL	SPELLING	SCIENCE	SOCIAL STUDIES	
—— 1986 %ile	57	55	58	58	73	65	67	73	72	74	66	49	65	66	N= 5260
----- 1985 %ile	56	52	57	56	69	62	65	69	69	70	63	51	64	63	N= 4900
····· 1984 %ile	56	51	55	54	67	62	64	70	70	71	63	51	64	63	N= 4952

FIGURE 1. APS 1986 AVERAGE PERCENTILE SCORES, Grade 3


CTBS, FORM U
PERCENTILES
99
90
80
70
60
50
40
30
20
10
NATIONAL AVERAGE
Figure 2 compares the results of APS fifth grade students over the past three years. Scores increased over those the previous year on all subtests but Spelling which remained the same. While Spelling remained in the average range, all other scores were above average.

Spring, 1986 Comprehensive Tests of Basic Skills	VOCABULARY	READING COMPREHENSION	READING TOTAL	LANGUAGE MECHANICS	LANGUAGE EXPRESSION	LANGUAGE TOTAL	MATH COMPUTATION	MATH CONCEPTS & APPLICATIONS	MATH TOTAL	BATTERY TOTAL	SPELLING	REFERENCE SKILLS	SCIENCE	SOCIAL STUDIES	
——— 1986 %ile	62	65	64	67	63	68	75	66	73	67	56	69	65	63	N=5035
- - - - - 1985 %ile	60	63	61	66	60	66	73	64	71	65	56	65	62	61	N=5011
..... 1984 %ile	58	60	60	62	59	62	72	64	71	63	54	62	62	58	N=4978

FIGURE 2. APS 1986 AVERAGE PERCENTILE SCORES, Grade 5


CTBS, FORM U
PERCENTILES
99
90
80
70
60
50
40
30
20
10
NATIONAL AVERAGE
Figure 3 reflects three different years of results for APS eighth grade students. All 1986 scores are in the above average range. Improvements are noted in Language Mechanics, Language Expression, Spelling, and Reference Skills. Scores were unchanged from the previous year in Vocabulary, Reading Comprehension, and Science. Scores declining from previous levels occurred in Math Computation, Math Concepts and Applications, and Social Studies.

Spring, 1986 Comprehensive Tests of Basic Skills	VOCABULARY	READING COMPREHENSION	READING TOTAL	LANGUAGE MECHANICS	LANGUAGE EXPRESSION	LANGUAGE TOTAL	MATH COMPUTATION	MATH CONCEPTS & APPLICATIONS	MATH TOTAL	BATTERY TOTAL	SPELLING	REFERENCE SKILLS	SCIENCE	SOCIAL STUDIES	
—— 1986 %ile	61	61	61	71	73	71	66	63	66	65	63	69	62	62	N=5162
----- 1985 %ile	61	61	62	69	72	70	70	68	68	65	62	68	62	69	N=5132
····· 1984 %ile	60	60	60	66	69	67	66	68	67	63	59	68	61	68	N=5392

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FIGURE 3. APS 1986 AVERAGE PERCENTILE SCORES, Grade 8

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CTBS RESULTS, A COMPARISON OF APS AND NEW MEXICO IN PERCENTILES

1985 - 1986

Grade 3	Word Attack	Reading Voc.	Reading Comp.	Total Reading	Lang. Mech.	Lang. Expr.	Total Lang.	Math. Comp.	Math C/A	Total Math	Total Battery	Spelling	Science	Social Studies	N
APS	57	55	58	58	73	65	67	73	72	74	66	49	65	66	5,260
NM	56	52	55	54	66	59	62	67	59	64	60	51	61	62	19,714

	Reading Voc.	Reading Comp.	Total Reading	Lang. Mech.	Lang. Expr.	Total Lang.	Math Comp.	Math C/A	Total Math	Total Battery	Spelling	Reference Skills	Science	Social Studies	N
Grade 5															
APS	62	65	64	67	63	68	75	66	73	67	67	69	65	63	5,035
NM	56	58	57	62	57	60	67	57	63	59	62	62	60	57	18,971
Grade 8															
APS	61	61	61	71	73	71	66	63	66	65	63	69	62	62	5,162
NM	53	57	56	64	64	63	64	58	61	57	59	63	59	65	18,595

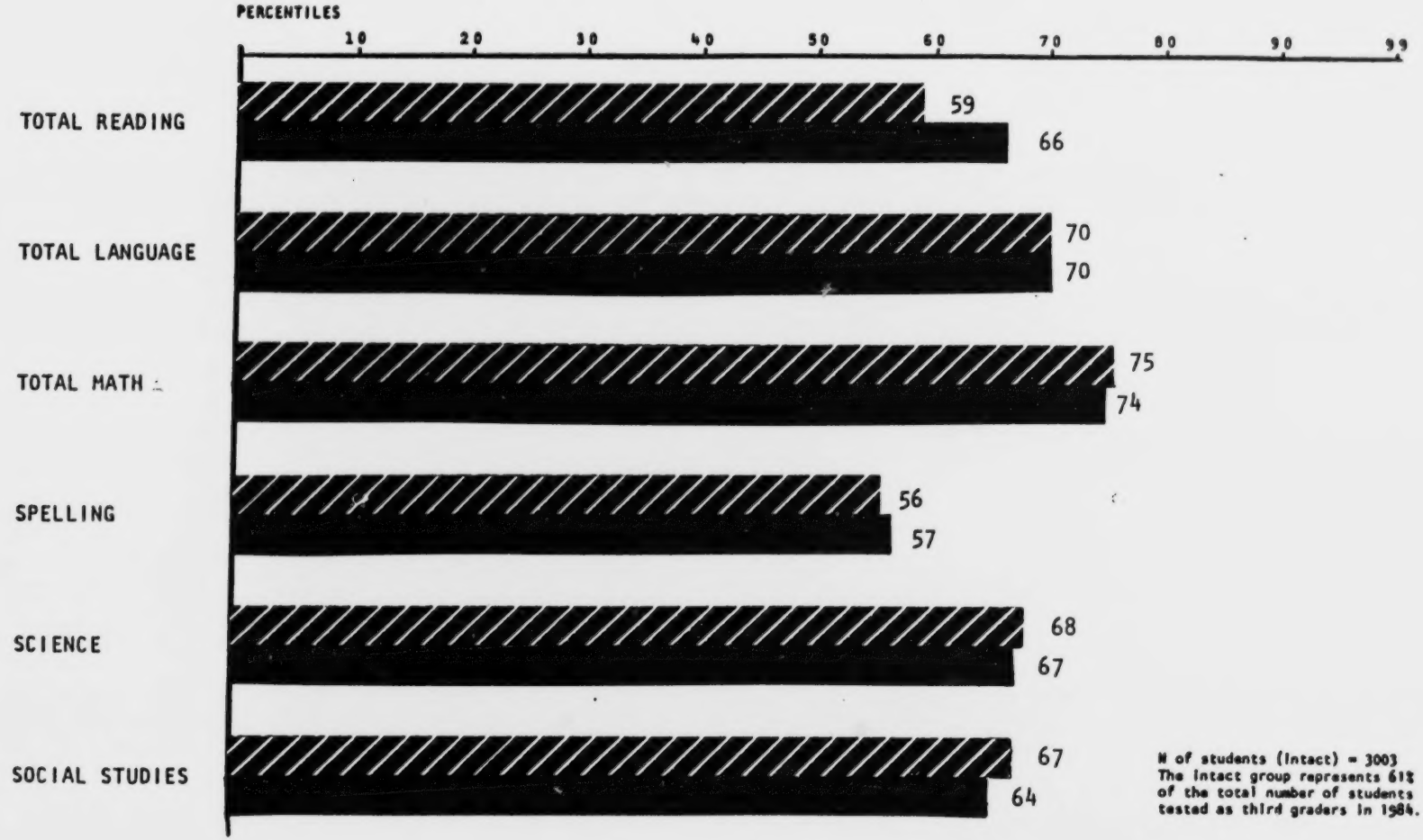
APS Albuquerque Public Schools
NM New Mexico

In grades three and five, APS students represent 27% of all test takers in New Mexico. APS students in grade eight account for 28% of all test takers in the New Mexico population. APS results are generally higher than those for the state, even though the APS scores are included in the New Mexico results.

FIGURE 4. A COMPARISON OF APS AND NEW MEXICO CTBS PERCENTILE RESULTS, Grades 3, 5, and 8

A MATCHED LONGITUDINAL STUDY OF INTACT STUDENT GROUPS

Grade 3 (1984) - Grade 5 (1986)



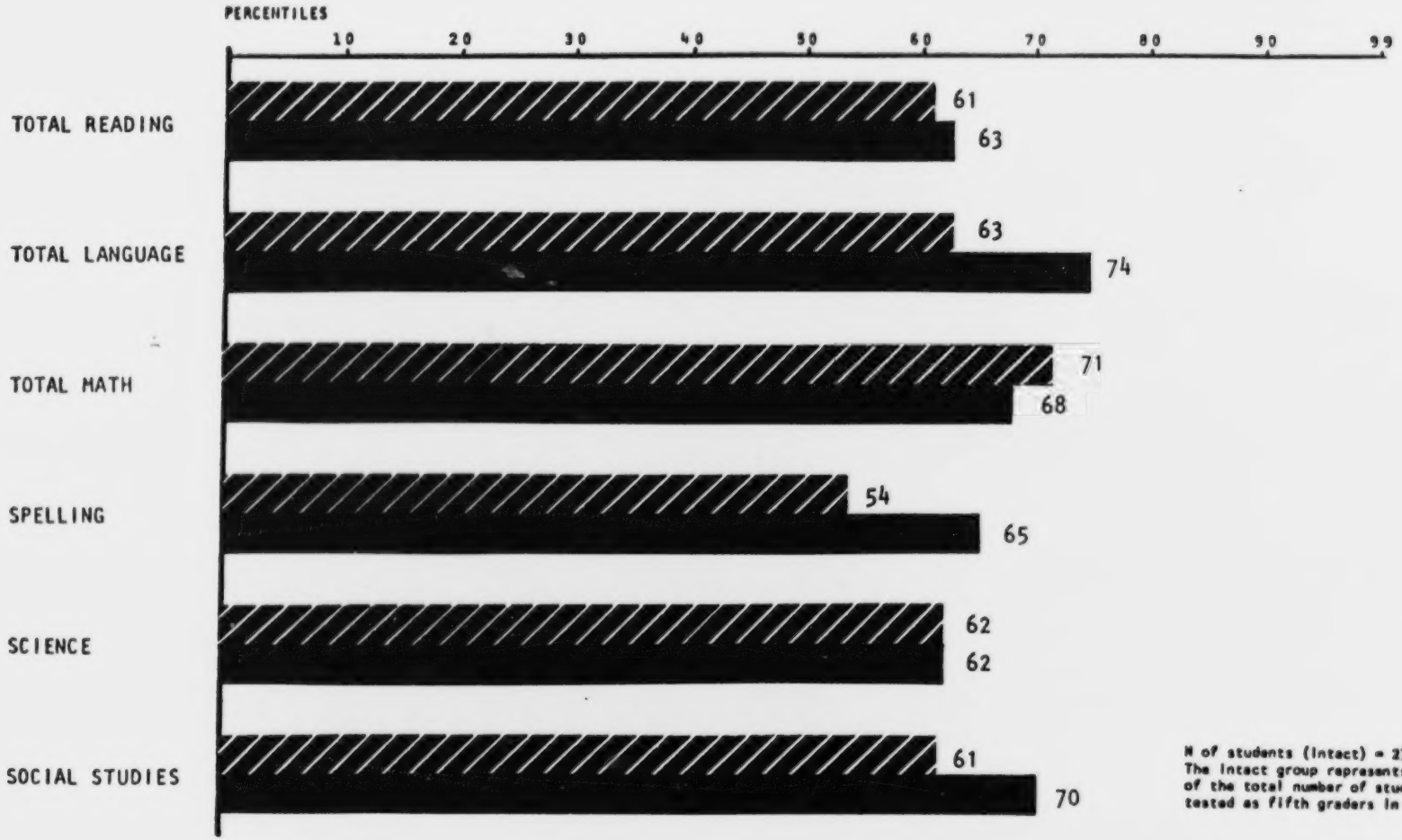
Grade 3

Grade 5

This graph shows the progress of students as part of a matched longitudinal study of intact groups from the time they were tested in 1984 (third grade) until they were re-tested with CTBS in 1986 (fifth grade). "Matched" and "Intact" refer to the same exact group of students who have remained in the elementary school in which they were orginially tested. Students who may now be in another APS school are not included. Of the students tested in third grade, 61% were re-tested in 1986 indicating a 39% mobility rate across two years. The progress of matched intact groups is followed because these students have experienced a planned approach to instruction. This study reveals growth in Total Reading and Spelling over two years. Scores for Total Language remained the same.

A MATCHED LONGITUDINAL STUDY OF INTACT STUDENT GROUPS

Grade 5 (1983) - Grade 8 (1986)



N of students (Intact) = 2795
The intact group represents 52% of the total number of students tested as fifth graders in 1983.

28

This graph shows the progress of students as part of a matched longitudinal study of intact groups from the time they were tested in 1983 (fifth grade) until they were re-tested with CTBS in 1984 (eighth grade). "Matched" and "Intact" refer to the same exact group of students who have remained in the feeder system from elementary to middle school. Students who transferred from the original feeder system to other APS middle schools are not included. Only 52% of the students tested as fifth grade students were re-tested in 1986 indicating a 41% mobility rate over three years. The progress of matched intact groups is followed because these students have experienced a planned approach to instruction. This study reveals growth in Total Reading, Total Language, Spelling, and Social Studies with a minor decline in Total Math.

29

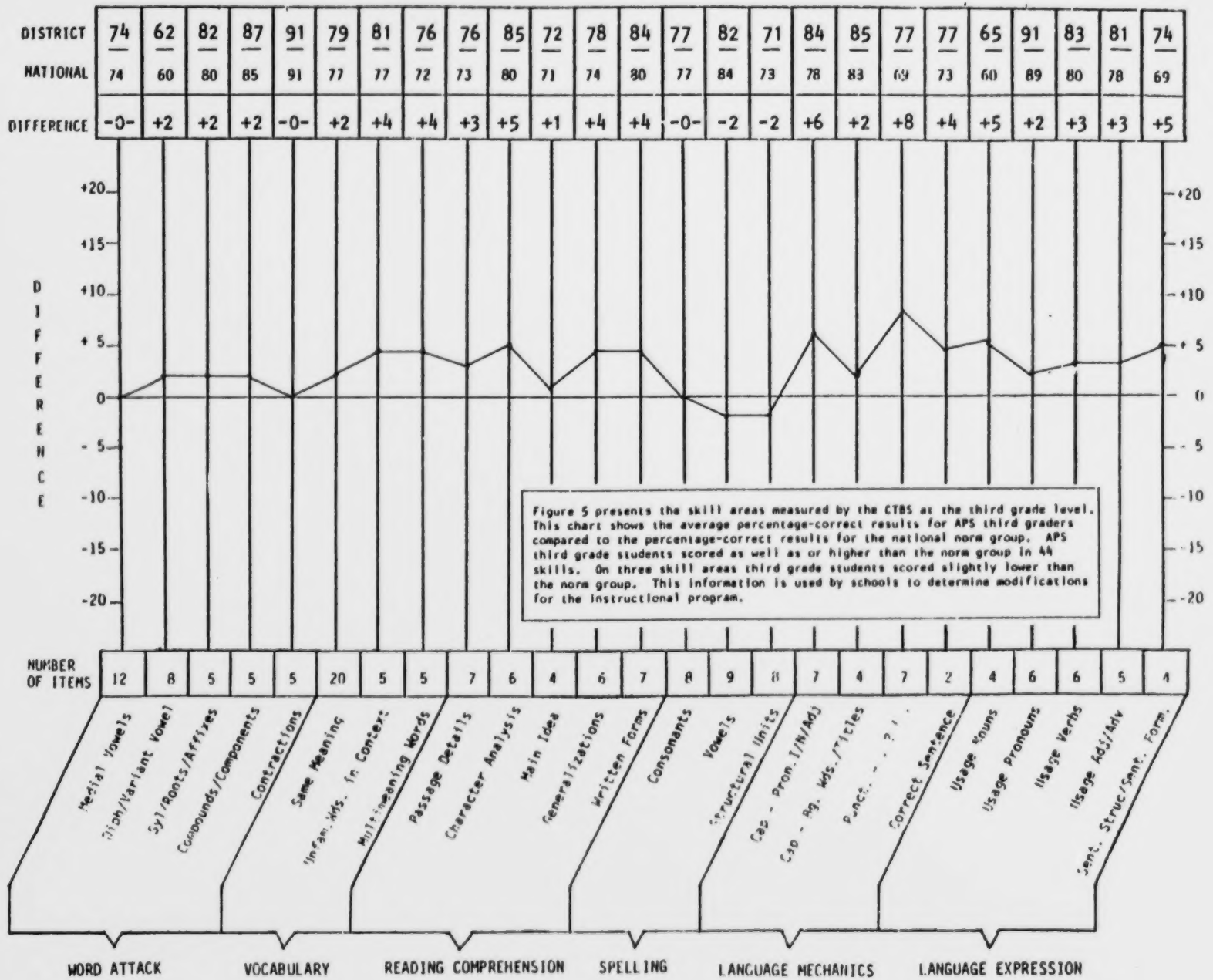

DISTRICT 74 62 82 87 91 79 81 76 76 85 72 78 84 77 82 71 84 85 77 77 65 91 83 81 74
NATIONAL 74 60 80 85 91 77 77 72 73 80 71 74 80 77 84 73 78 83 69 73 60 89 80 78 69
DIFFERENCE -0- +2 +2 +2 -0- +2 +4 +4 +3 +5 +1 +4 +4 -0- -2 -2 +6 +2 +8 +4 +5 +2 +3 +3 +5
DIFFERENCE
+20
+15
+10
+ 5
0
- 5
-10
-15
-20
Figure 5 presents the skill areas measured by the CTBS at the third grade level. This chart shows the average percentage-correct results for APS third graders compared to the percentage-correct results for the national norm group. APS third grade students scored as well as or higher than the norm group in 44 skills. On three skill areas third grade students scored slightly lower than the norm group. This information is used by schools to determine modifications for the instructional program.
NUMBER OF ITEMS 12 8 5 5 5 20 5 5 7 6 4 6 7 8 9 8 7 4 7 2 4 6 6 5 4
Medial Vowels
Rich/Variant Vowel
Syl/Roots/Affixes
Compounds/Components
Contractions
Same Meaning
Infer. Wds. in Context
Multiple-meaning Words
Passage Details
Character Analysis
Main Idea
Generalizations
Written Forms
Consonants
Vowels
Structural Units
Cap - Prop. I/N/Adj
Cap - Bg. Wds./Titles
Punct. - . ? ! ,
Correct Sentence
Usage Nouns
Usage Pronouns
Usage Verbs
Usage Adj/Adv
Sent. Struc/Sent. Form.
WORD ATTACK
VOCABULARY
READING COMPREHENSION
SPELLING
LANGUAGE MECHANICS
LANGUAGE EXPRESSION

FIGURE 5.

CTBS SKILLS ANALYSIS
Grade 3
SPRING, 1986

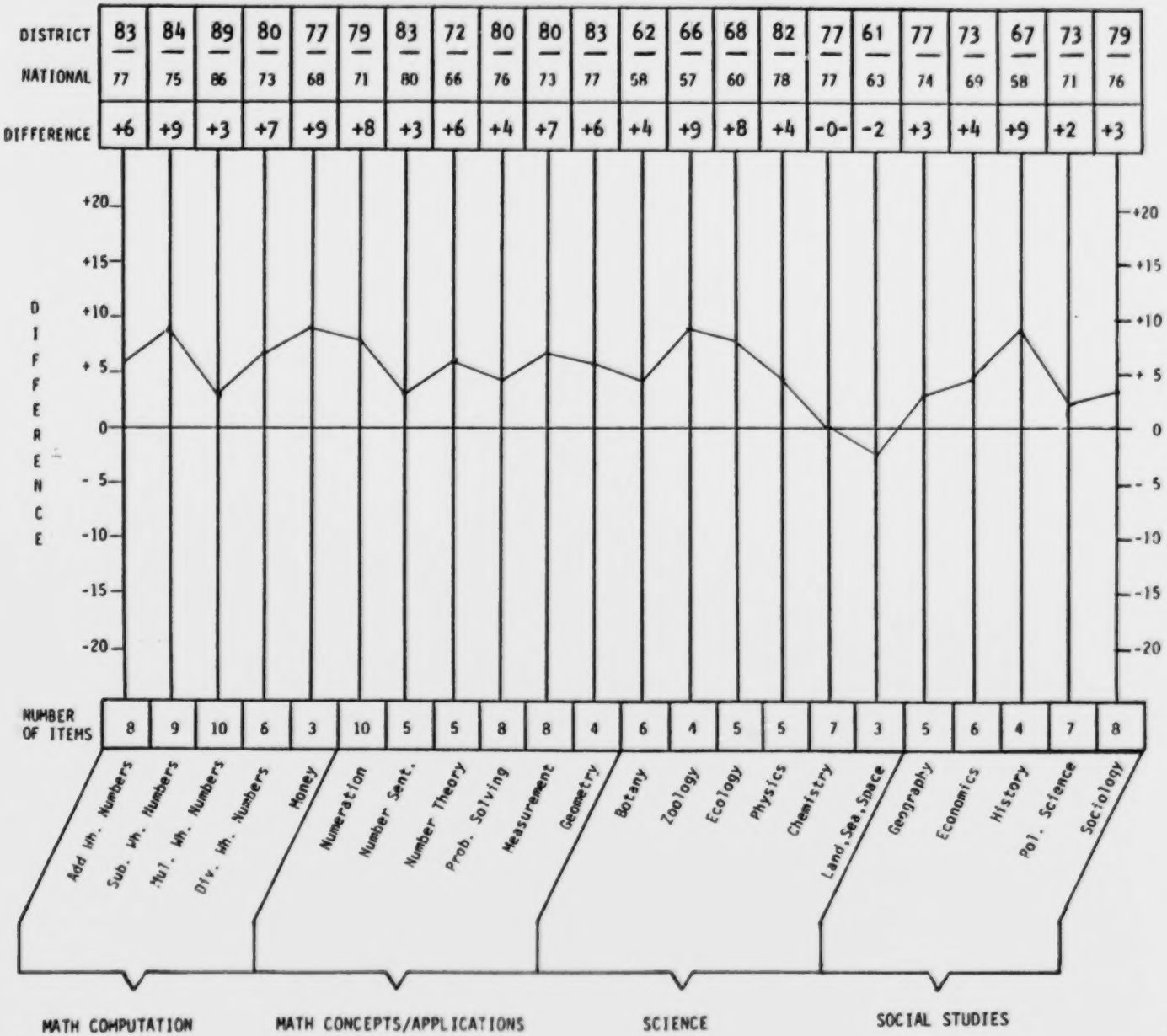


FIGURE 5. (continued)

CTBS SKILLS ANALYSIS
GRADE 3
SPRING, 1986

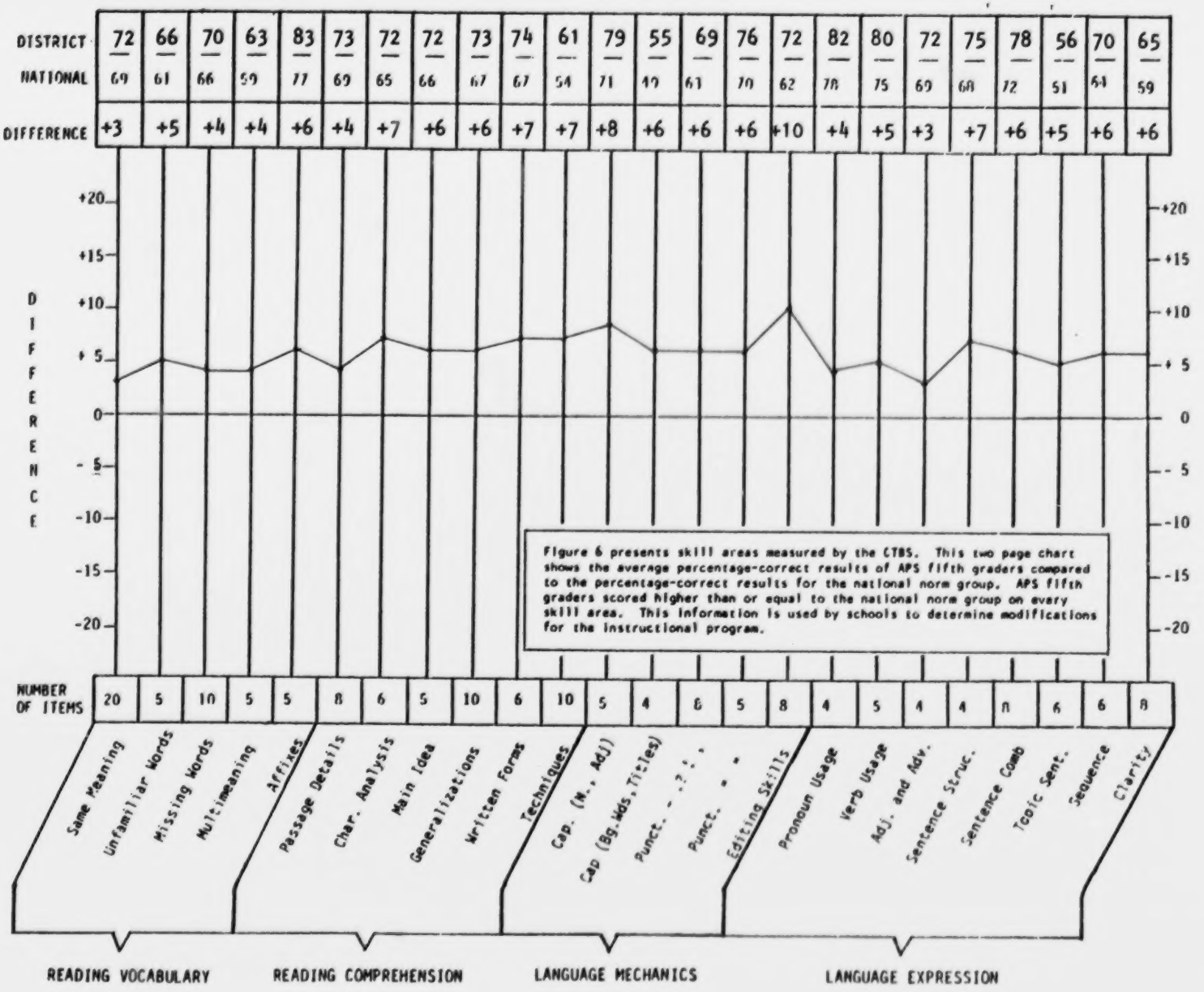

DISTRICT 72 66 70 63 83 73 72 72 73 74 61 79 55 69 76 72 82 80 72 75 78 56 70 65
NATIONAL 69 61 66 59 77 69 65 66 67 67 54 71 49 63 70 62 78 75 69 68 72 51 64 59
DIFFERENCE +3 +5 +4 +4 +6 +4 +7 +6 +6 +7 +7 +8 +6 +6 +6 +10 +4 +5 +3 +7 +6 +5 +6 +6
DIFFERENCE
+20
+15
+10
+5
0
-5
-10
-15
-20
Figure 6 presents skill areas measured by the CTBS. This two page chart shows the average percentage-correct results of APS fifth graders compared to the percentage-correct results for the national norm group. APS fifth graders scored higher than or equal to the national norm group on every skill area. This information is used by schools to determine modifications for the instructional program.
NUMBER OF ITEMS 20 5 10 5 5 8 6 5 10 6 10 5 4 6 5 8 4 5 4 4 8 6 6 8
Same Meaning
Unfamiliar Words
Missing Words
Multimeaning
Affixes
Passage Details
Char. Analysis
Main Idea
Generalizations
Written Forms
Techniques
Cap. (N., Adj)
Cap (Bg.Wds,Titles)
Punct. . ? ! ,
Punct. " "
Editing Skills
Pronoun Usage
Verb Usage
Adj. and Adv.
Sentence Struc.
Sentence Comb
Topic Sent.
Sequence
Clarity
READING VOCABULARY
READING COMPREHENSION
LANGUAGE MECHANICS
LANGUAGE EXPRESSION

FIGURE 6.

CTBS SKILLS ANALYSIS
GRADE 5
SPRING, 1986

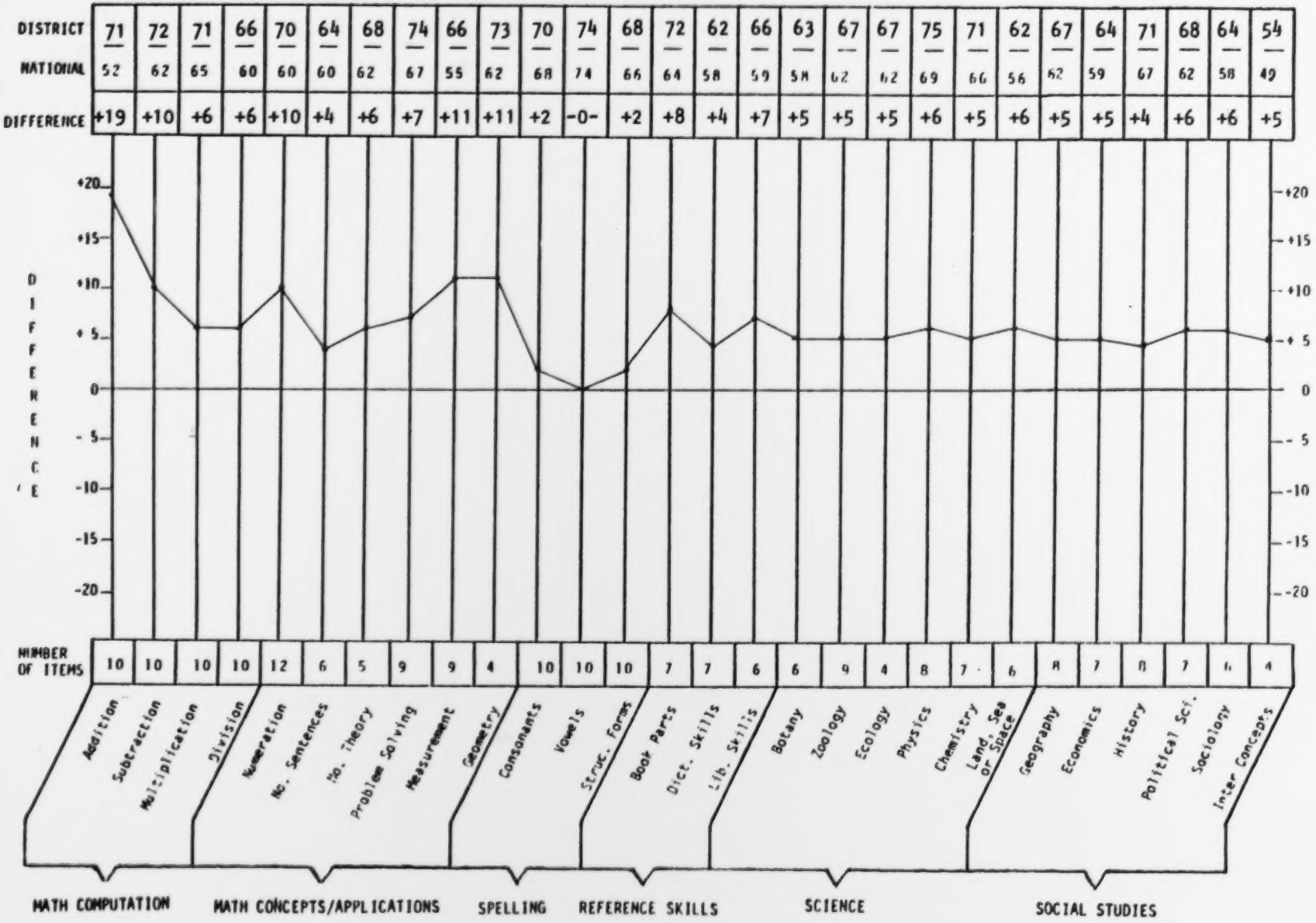


FIGURE 6. (continued)

CTBS SKILLS ANALYSIS
GRADE 5
SPRING, 1986

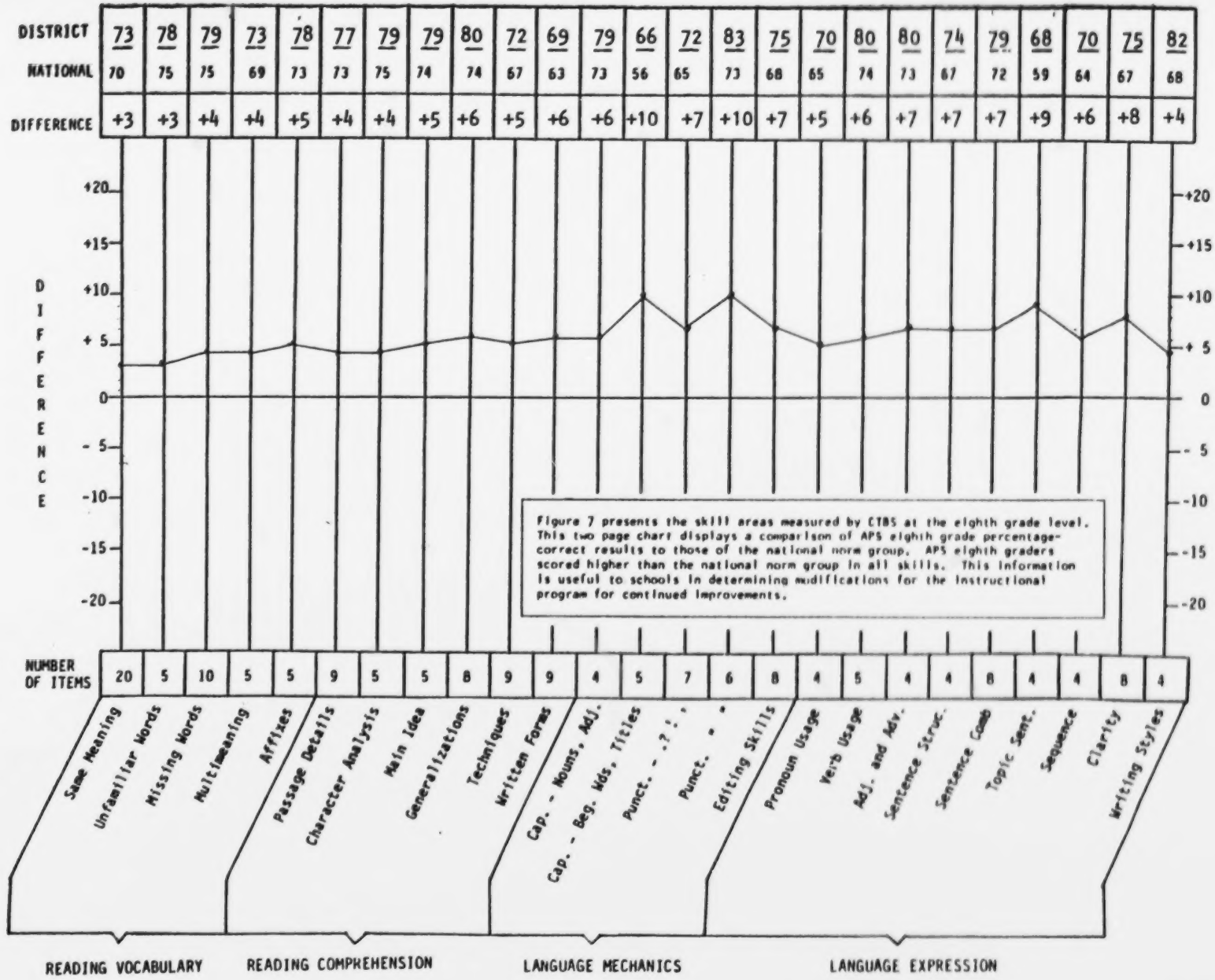

DISTRICT 73 78 79 73 78 77 79 79 80 72 69 79 66 72 83 75 70 80 80 74 79 68 70 75 82
NATIONAL 70 75 75 69 73 73 75 74 74 67 63 73 56 65 73 68 65 74 73 67 72 59 64 67 68
DIFFERENCE +3 +3 +4 +4 +5 +4 +4 +5 +6 +5 +6 +6 +10 +7 +10 +7 +5 +6 +7 +7 +7 +9 +6 +8 +4
DIFFERENCE
+20
+15
+10
+ 5
0
- 5
-10
-15
-20
Figure 7 presents the skill areas measured by CTBS at the eighth grade level. This two page chart displays a comparison of APS eighth grade percentage-correct results to those of the national norm group. APS eighth graders scored higher than the national norm group in all skills. This information is useful to schools in determining modifications for the instructional program for continued improvements.
NUMBER OF ITEMS 20 5 10 5 5 9 5 5 8 9 9 4 5 7 6 8 4 5 4 4 8 4 4 8 4
Same Meaning
Unfamiliar Words
Missing Words
Multimeaning
Affixes
Passage Details
Character Analysis
Main Idea
Generalizations
Techniques
Written Forms
Cap. - Nouns, Adj.
Cap. - Beg. Wds. Titles
Punct. - .?:,
Punct. - "
Editing Skills
Pronoun Usage
Verb Usage
Adj. and Adv.
Sentence Struc.
Sentence Comb
Topic Sent.
Sequence
Clarity
Writing Styles
READING VOCABULARY
READING COMPREHENSION
LANGUAGE MECHANICS
LANGUAGE EXPRESSION

FIGURE 7.

CTBS SKILLS ANALYSIS
GRADE 8
SPRING, 1986

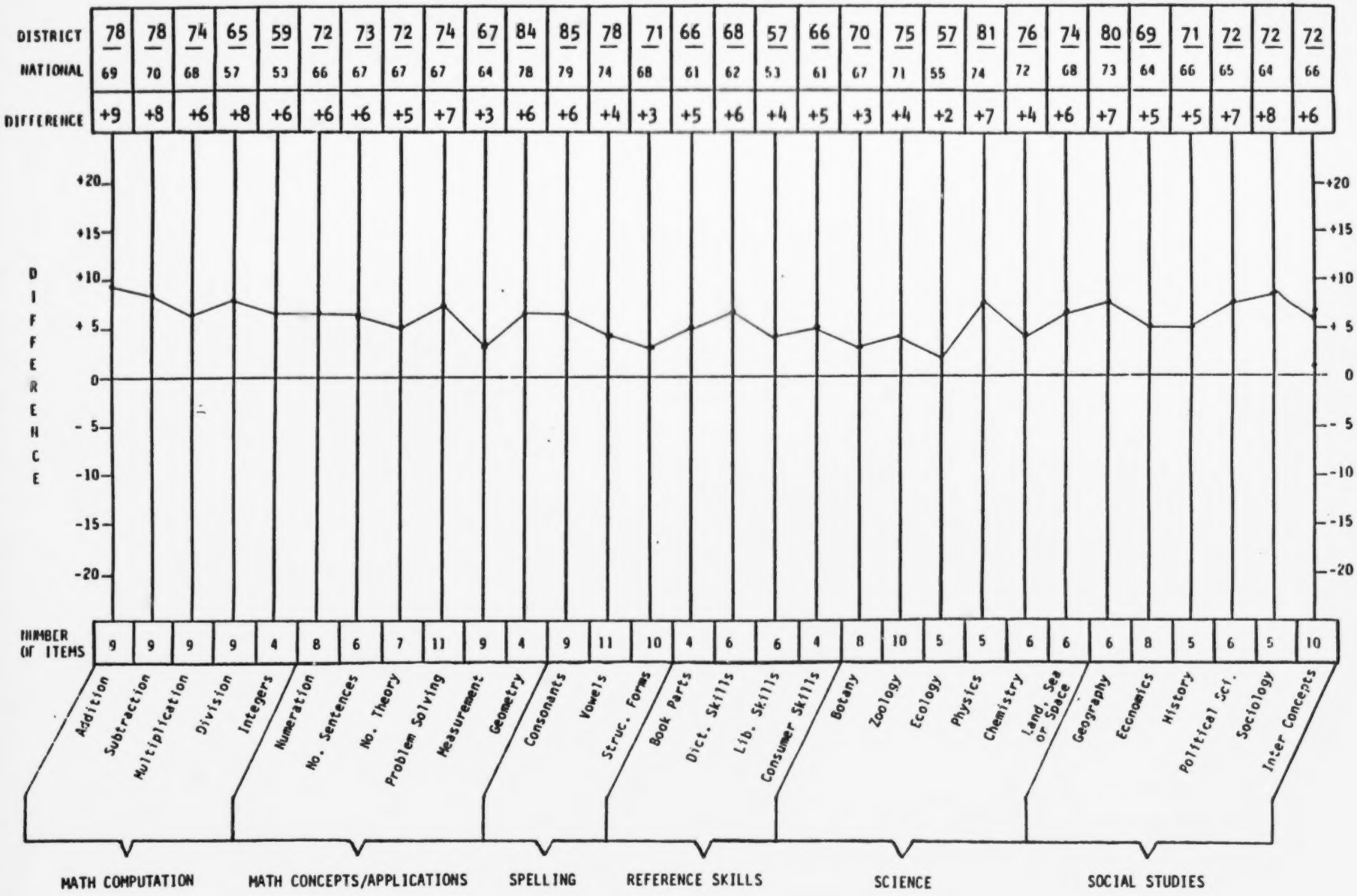


FIGURE 7. (continued)

CTBS SKILLS ANALYSIS
GRADE 8
SPRING, 1986

CTBS FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1986

APS THIRD GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	WORD ATT	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1213	1556	1327	1351	1763	1301	1764	1967	1736	2080	1909	1391	1642	1684
	23%	29%	25%	26%	34%	25%	34%	38%	33%	40%	37%	27%	31%	32%
75TH PERCENTILE														
51 ST THROUGH 75 TH PERCENTILE ▶	2266	1333	1575	1529	1368	1768	1486	1844	1550	1533	1432	1048	1543	1413
	43%	25%	30%	29%	26%	34%	28%	35%	30%	29%	27%	20%	30%	27%
50TH PERCENTILE														
26 TH THROUGH 50 TH PERCENTILE ▶	1208	1394	1522	1580	1375	1258	1248	659	1330	997	1186	1413	1190	1330
	23%	27%	29%	30%	26%	24%	24%	12%	25%	19%	23%	27%	23%	26%
25TH PERCENTILE														
1ST THROUGH 25TH PERCENTILE ▶	569	977	835	789	740	908	732	773	610	610	660	1391	850	782
	11%	19%	16%	15%	14%	17%	14%	15%	12%	12%	13%	26%	16%	15%
TOTAL N=	5256	5260	5259	5249	5246	5235	5230	5243	5226	5220	5187	5243	5225	5209

The above information can be used in two ways:

1. To determine <u>how many</u> students scored in the high, above average, below average, and low achievement percentile range groups.
2. To determine <u>what percentage</u> of the students scored in each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students expected in each percentile range in any normal distribution is always 25%. The extent to which APS percentages are above or below 25% in each category reflects whether there is a greater or lesser percentage of students in that group than typically expected.

CTBS FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1986

APS FIFTH GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	REF SKILLS	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1550	1683	1641	1851	1385	1753	2553	1709	2407	1758	1259	1762	1649	1386
	31%	33%	33%	37%	28%	35%	51%	34%	48%	35%	25%	35%	33%	28%
75TH PERCENTILE														
51 ST THROUGH 75 TH PERCENTILE ▶	1567	1490	1466	1276	1646	1337	1102	1649	1208	1412	1300	1393	1695	1714
	31%	30%	29%	25%	33%	27%	22%	33%	24%	29%	26%	28%	34%	34%
50TH PERCENTILE														
26 TH THROUGH 50 TH PERCENTILE ▶	1116	1221	1260	1146	1277	1304	814	1071	919	1238	1340	1213	964	1202
	22%	24%	25%	23%	25%	26%	16%	21%	18%	25%	27%	24%	19%	24%
25TH PERCENTILE														
1ST THROUGH 25TH PERCENTILE ▶	802	635	658	753	718	622	552	579	468	568	1135	652	705	698
	16%	13%	13%	15%	14%	12%	11%	12%	10%	11%	22%	13%	14%	14%
TOTAL N=	5035	5029	5025	5026	5026	5016	5021	5008	5002	4976	5034	5020	5013	5000

The above information can be used in two ways:

1. To determine <u>how many</u> students scored in the high, above average, below average, and low achievement percentile range groups.
2. To determine <u>what percentage</u> of the students scored in each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students expected in each percentile range in any normal distribution is always 25%. The extent to which APS percentages are above or below 25% in each category reflects whether there is a greater or lesser percentage of students in that group than typically expected.

CTBS FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1986

APS EIGHTH GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	REF SKILLS	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1591	1666	1571	2066	1963	2009	1890	1697	1965	1762	1801	1581	1398	1496
	31%	32%	31%	40%	38%	39%	37%	33%	38%	35%	35%	31%	27%	29%
							75TH PERCENTILE							
51 ST THROUGH 75 TH PERCENTILE ▶	1359	1523	1468	1281	1601	1380	1276	1628	1228	1349	1331	1403	1441	1538
	26%	30%	29%	25%	31%	27%	25%	32%	24%	27%	26%	27%	28%	30%
							50TH PERCENTILE							
26 TH THROUGH 50 TH PERCENTILE ▶	1266	1170	1372	1241	958	1226	1189	966	1171	1317	1204	1521	1611	1556
	25%	23%	26%	24%	19%	24%	23%	19%	23%	26%	23%	30%	31%	30%
							25TH PERCENTILE							
1ST THROUGH 25TH PERCENTILE ▶	946	803	738	560	617	495	786	850	753	619	823	641	690	544
	18%	15%	14%	11%	12%	10%	15%	16%	15%	12%	16%	12%	14%	11%
TOTAL N=	5162	5162	5149	5148	5139	5110	5141	5141	5117	5047	5159	5146	5140	5134

The above information can be used in two ways:

1. To determine <u>how many</u> students scored in the high, above average, below average, and low achievement percentile range groups.
2. To determine <u>what percentage</u> of the students scored in each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students expected in each percentile range in any normal distribution is always 25%. The extent to which APS percentages are above or below 25% in each category reflects whether there is a greater or lesser percentage of students in that group than typically expected.

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON CTBS

1985 - 1986

GRADE 3

		READING			LANGUAGE			MATH			SPELLING			SCIENCE			SOCIAL STUDIES			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
		% of students			% of students			% of students			% of students			% of students			% of students				
	N	†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
A. MONTOYA	87	8	66	26	12	53	35	6	56	38	20	64	16	9	48	43	12	48	40	93	92
ACOMA	64	5	56	39	3	34	63	6	47	47	9	55	36	11	51	38	6	53	41	96	86
ADOBE ACRES	53	31	63	6	31	50	19	28	51	21	42	41	17	38	54	8	37	43	20	95	83
ALAMEDA	69	10	58	32	10	32	58	5	47	48	26	54	20	9	46	45	10	56	34	93	92
ALAMOSA	85	53	42	5	58	37	5	44	49	7	67	33	0	56	37	7	52	41	7	95	90
ALVARADO	66	14	68	18	14	57	29	5	56	39	30	41	29	9	64	27	9	61	30	96	97
APACHE	69	10	65	25	12	45	43	13	48	39	23	51	26	12	56	32	7	63	30	95	87
ARMIJO	64	32	60	8	28	55	17	30	54	16	39	52	9	31	61	8	42	47	11	95	91
ARROYO DEL OSO	95	9	62	29	6	59	35	7	43	47	21	58	21	11	55	34	11	55	34	96	88
ATRISCO	65	26	60	14	18	42	40	18	48	34	28	46	26	29	53	18	26	59	15	96	90
BANDELIER	45	16	44	40	14	42	44	12	51	37	39	34	27	20	43	37	15	41	44	94	94
BARCELONA	38	21	61	18	18	53	29	8	60	32	26	53	21	16	58	26	16	71	13	96	74
BEL-AIR	54	15	65	20	13	52	35	6	58	36	24	50	26	19	62	19	17	55	28	95	88
BELLEHAVEN	33	3	55	42	12	55	33	6	64	30	18	55	27	9	58	33	9	55	36	96	82
CARLOS REY	84	29	58	13	24	62	14	14	60	26	45	43	12	20	54	26	24	63	13	93	87
CHAPARRAL	107	15	60	25	10	53	37	13	45	42	30	41	29	25	56	19	14	59	27	94	88
CHELWOOD	82	7	58	35	12	50	38	10	49	41	17	53	30	11	59	30	11	56	33	96	82
COCHITI	61	20	62	18	18	46	36	16	40	44	31	54	15	22	50	28	12	57	31	96	87
COLLET PARK	78	15	59	26	12	45	43	12	47	41	21	56	23	13	56	31	6	56	38	96	86
COMANCHE	66	12	47	41	11	54	35	16	44	42	17	43	40	12	48	40	11	41	48	95	87
CORRALES	68	24	57	19	16	63	21	37	36	27	45	33	22	28	56	16	26	49	25	95	92
DENNIS CHAVEZ	105	2	59	39	1	53	46	1	44	55	10	46	44	4	49	47	6	43	51	97	94
DOLORES GONZALES	51	33	57	10	16	57	27	18	57	25	33	43	24	24	58	18	22	62	16	93	83
DURANES	37	32	68	0	30	59	11	22	64	14	51	41	8	38	57	5	35	60	5	94	75
EAST SAN JOSE	69	30	58	12	33	54	13	14	69	17	42	42	16	23	59	18	27	56	17	95	92

†BA - Below Average
A - Average
AA - Above Average
N - Number Tested

*SCHOOL ATTENDANCE RATE refers to the percentage of students in attendance on an average school day.

**STUDENT STABILITY RATE refers to the percentage of students remaining in school from enrollment to the time of testing. The average APS stability rate for third grade was 87%.

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON CTBS

1985 - 1986

GRADE 3

		READING % of students			LANGUAGE % of students			MATH % of students			SPELLING % of students			SCIENCE % of students			SOCIAL STUDIES % of students			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
	N	†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
EMERSON	65	18	71	11	17	63	20	9	48	43	37	48	15	23	66	11	25	57	18	94	77
EUBANK	46	9	65	26	9	48	43	4	53	43	20	52	28	20	43	37	9	56	35	96	83
EUGENE FIELD	49	24	62	8	33	52	15	38	43	19	65	25	10	17	51	32	32	47	21	# 95	72
GOVERNOR BENT	67	1	63	36	6	58	36	3	43	54	9	48	43	6	58	36	3	63	34	95	80
GRIEGOS	66	27	56	17	23	62	15	17	50	33	45	44	11	20	62	18	26	49	25	95	91
HAWTHORNE	47	13	64	23	11	68	21	15	55	30	21	51	28	19	66	15	15	59	26	95	86
HODGIN	94	12	62	26	11	56	33	4	49	47	19	54	27	12	49	39	11	59	30	95	78
HUBERT HUMPHREY	146	1	58	41	6	42	52	3	39	58	11	53	36	5	41	54	3	45	52	96	70
INEZ	26	4	54	42	4	42	54	0	15	85	4	73	23	4	34	62	0	42	58	95	81
JOHN BAKER	109	8	50	42	8	47	45	8	40	52	19	42	39	11	52	37	9	51	40	97	95
KIRTLAND	75	18	48	34	12	51	37	12	52	36	23	48	29	15	54	31	18	57	25	96	86
KIT CARSON	55	43	46	11	42	43	15	25	55	20	59	34	7	44	43	13	44	43	13	96	89
LA LUZ	48	25	60	15	10	69	21	13	56	31	21	50	29	21	66	13	13	61	26	96	91
LA MESA	81	25	66	9	27	40	33	13	45	42	39	42	19	29	58	13	23	53	24	93	83
LAVALAND	85	24	65	11	15	66	19	21	53	26	33	48	19	17	70	13	17	63	20	95	88
LONGFELLOW	68	10	62	28	9	70	21	9	60	31	48	22	30	15	47	38	13	54	33	96	89
LOS PADILLAS	64	13	67	20	13	59	28	11	62	27	17	55	28	17	50	33	16	53	27	95	91
LOWELL	60	32	61	7	45	38	17	42	36	22	58	26	14	40	44	16	31	57	12	93	87
MacARTHUR	25	16	60	24	24	48	28	16	56	28	20	52	28	32	64	4	16	56	28	97	88
MARIE HUGHES	103	4	56	40	8	58	34	9	61	30	14	43	43	12	55	33	11	47	42	96	88
MARK TWAIN	55	5	67	27	4	53	43	6	53	41	18	46	36	5	62	33	4	54	42	96	92
MARY ANN BINFORD	91	35	55	10	33	46	21	22	57	21	48	42	10	37	46	17	28	52	20	95	94
MATHESON PARK	110	5	45	50	4	50	46	5	34	61	10	45	45	5	42	53	7	37	56	97	90
McCOLLUM	44	7	63	30	5	47	48	7	52	41	25	48	27	9	55	36	11	50	39	96	85
MISSION AVENUE	53	19	64	17	15	51	34	19	47	34	30	55	15	15	57	28	13	66	21	95	83

†BA - Below Average
A - Average
AA - Above Average
N - Number Tested

*SCHOOL ATTENDANCE RATE refers to the percentage of students in attendance on an average school day.

**STUDENT STABILITY RATE refers to the percentage of students remaining in school from enrollment to the time of testing. The average APS stability rate for third grade was 87%.

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON CTBS

1985 - 1986

GRADE 3

		READING % of students			LANGUAGE % of students			MATH % of students			SPELLING % of students			SCIENCE % of students			SOCIAL STUDIES % of students			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
	N	†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
MITCHELL	75	9	52	39	5	35	60	3	33	64	8	48	44	8	41	51	7	40	53	95	81
MONTE VISTA	84	9	41	50	10	39	51	6	39	55	24	44	32	9	30	61	7	32	61	96	95
MONTEZUMA	46	16	55	29	18	51	31	17	53	30	28	50	22	13	50	37	17	59	24	96	86
MOUNTAIN VIEW	49	14	66	20	14	57	29	4	47	39	16	35	49	18	64	18	16	60	24	96	83
NAVAJO	90	9	66	25	10	59	31	16	48	36	43	39	18	16	30	54	18	47	35	96	88
OLD TOWN	83	22	63	15	25	56	19	16	55	29	23	60	17	30	59	11	21	64	15	96	80
ONATE	68	3	59	38	3	45	52	1	33	66	13	55	32	1	54	45	5	48	47	95	96
OSUNA	86	3	68	29	10	60	30	4	42	54	15	53	32	5	54	41	9	63	28	96	84
PAJARITO	69	28	59	13	15	54	31	10	65	25	42	36	22	20	60	20	31	45	24	94	86
PUESTA DEL SOL	134	13	59	28	8	58	34	7	45	48	23	47	30	10	53	37	11	48	41	96	90
RANCHOS	37	19	67	14	8	57	35	14	27	59	30	56	14	11	73	16	8	65	27	95	94
RIO RANCHO	132	8	58	33	6	58	36	8	54	38	16	47	37	8	54	38	7	54	39	95	89
EDMUND G. ROSS	65	9	60	31	2	49	49	0	43	57	22	55	23	9	51	40	6	59	35	94	94
S. Y. JACKSON	78	1	49	50	1	55	44	4	46	50	8	45	47	4	52	44	1	44	55	96	91
SAN ANTONITO	42	10	59	31	5	52	43	5	39	56	24	40	36	5	57	38	5	32	63	94	88
SANDIA BASE	104	8	65	27	8	52	40	6	44	50	23	47	30	8	44	48	9	54	37	95	88
SIERRA VISTA	82	10	55	35	15	57	28	9	59	32	20	48	32	11	31	58	6	48	46	96	94
SOMBRA DEL MONTE	82	5	67	28	0	55	45	0	37	63	7	54	39	1	62	37	4	52	44	95	90
TOMASITA	57	21	58	21	26	58	16	18	50	32	37	37	26	35	42	23	33	56	11	96	95
VALLE VISTA	89	19	71	10	16	[illegible]	25	9	53	38	31	49	20	28	56	16	19	66	15	95	87
WHERRY	114	27	56	17	24	49	27	27	39	34	34	45	21	25	57	18	25	50	25	96	86
WHITTIER	69	14	56	30	16	45	39	12	42	46	25	56	19	19	42	39	14	47	39	95	78
ZIA	51	8	67	25	8	59	33	0	63	37	29	59	12	8	59	33	4	61	35	96	86
ZUNI	60	2	66	32	7	52	41	5	58	37	10	53	37	7	60	33	3	57	40	95	88

†BA - Below Average
A - Average
AA - Above Average
N - Number Tested

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PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON CTBS

1985 - 1986

GRADE 5

		READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
		% of students			% of students			% of students			% of students			% of students			% of students			% of students				
	N	†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
A. MONTOYA	76	25	47	28	14	47	39	8	46	46	25	43	32	27	37	36	28	33	39	26	48	26	93	82
ACOMA	63	0	33	67	2	22	76	0	11	89	3	37	60	2	27	71	0	27	73	0	43	57	96	86
ADOBE ACRES	44	23	62	5	23	63	14	27	53	20	45	46	9	34	50	16	25	64	11	20	73	7	94	98
ALAMEDA	76	25	51	24	16	51	33	13	40	47	37	55	8	24	51	25	20	54	26	20	58	22	96	99
ALAMOSA	64	39	50	11	36	53	11	22	61	17	33	54	13	28	69	3	39	53	8	33	56	11	96	88
ALVARADO	77	9	52	39	10	56	34	9	39	52	25	57	18	17	51	32	16	48	36	8	58	34	96	95
APACHE	75	8	62	30	4	49	47	4	27	69	16	58	26	9	60	31	12	52	36	7	65	29	95	86
ARROYO	54	17	63	20	6	66	28	2	61	37	19	61	20	13	61	26	11	63	26	13	70	17	96	92
ARROYO DEL OSO	100	10	45	45	6	46	48	5	32	63	15	59	26	8	44	48	8	52	40	8	54	38	96	85
ATRISCO	51	16	72	12	14	59	27	4	39	57	22	50	28	8	65	27	6	69	25	4	68	28	95	87
BANDELIER	44	2	37	61	5	43	52	9	34	57	14	56	30	14	43	43	14	47	39	14	41	45	94	86
BARCELONA	55	33	58	9	31	56	13	27	55	18	43	53	4	24	61	15	35	52	13	33	65	2	97	84
BEL-AIR	50	4	68	28	4	72	24	12	44	44	8	60	32	12	58	30	6	68	26	10	76	14	96	93
BELLEHAVEN	51	8	59	33	10	61	29	0	47	53	16	62	22	2	63	35	12	47	41	2	73	25	96	87
CARLOS REY	81	25	64	11	29	61	10	21	60	19	42	48	10	20	55	25	16	75	9	27	64	9	95	80
CHAPARRAL	95	19	59	22	18	61	21	20	55	25	36	48	16	21	58	21	16	64	20	19	63	18	94	97
CHELWOOD	80	1	45	54	8	44	48	8	33	59	20	55	25	9	39	52	12	41	47	7	45	48	96	87
COCHITI	56	18	59	23	21	61	18	21	52	27	41	45	14	13	64	23	25	57	18	16	66	18	95	97
COLLET PARK	76	5	50	45	3	44	53	1	20	79	13	58	29	4	54	42	4	57	39	3	62	35	96	92
COMANCHE	66	3	47	50	3	53	44	8	41	51	14	48	38	6	53	41	9	44	47	6	52	42	96	88
CORRALES	54	8	65	27	10	65	25	4	45	51	40	43	17	12	61	27	10	61	29	8	65	29	96	92
DENNIS CHAVEZ	111	3	47	50	1	29	70	2	24	74	7	48	45	4	41	55	2	53	45	2	56	42	96	91
DOLORES GONZALES	45	16	75	9	22	61	7	27	66	7	31	53	16	18	64	18	24	47	29	27	57	16	94	83
DURANES	44	23	68	9	32	54	14	11	39	50	48	38	14	16	50	34	16	58	26	12	65	23	94	91
EAST SAN JOSE	57	25	70	5	28	63	9	21	61	18	51	40	9	22	67	11	41	54	5	39	57	4	94	83

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PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON CTBS

1985 - 1986

GRADE 5

		READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
		% of students			% of students			% of students			% of students			% of students			% of students			% of students				
	N	†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
EMERSON	61	23	61	16	25	52	23	18	52	30	34	53	13	23	62	15	30	57	13	26	51	13	94	61
EUBANK	39	3	52	45	8	60	32	15	41	44	18	48	34	8	54	36	8	48	44	15	54	31	96	94
EUGENE FIELD	56	41	54	5	38	48	14	34	50	16	41	41	18	38	57	5	50	43	7	48	48	4	93	82
GOVERNOR BENT	59	7	55	38	5	55	40	10	44	46	16	55	29	12	54	34	7	56	37	5	66	29	94	88
GRIEGOS	37	14	43	43	11	46	43	3	29	68	22	54	24	16	49	35	14	56	30	14	62	24	95	90
HAWTHORNE	54	2	75	23	19	64	17	15	70	15	28	63	9	23	64	13	25	58	17	25	65	10	95	81
HODGIN	73	11	62	27	14	60	26	10	54	36	19	49	32	8	59	33	18	57	25	18	58	24	96	83
HUBERT HUMPHREY	173	2	47	51	4	42	54	1	25	74	9	60	31	2	45	53	3	46	51	2	49	49	97	77
INEZ	38	8	58	34	0	61	39	11	39	50	26	56	18	13	58	29	11	60	29	7	75	18	96	81
JOHN BAKER	110	4	51	45	8	43	49	4	37	59	12	55	33	4	53	53	1	61	38	10	58	32	96	96
KIRTLAND	77	9	65	26	5	52	43	5	38	57	19	59	22	6	52	42	16	58	26	5	62	23	97	88
KIT CARSON	70	34	60	6	40	51	9	37	49	14	47	44	9	37	59	4	47	47	6	43	53	4	95	85
LA LUZ	68	24	52	24	19	56	25	17	59	24	25	50	25	15	55	30	25	56	19	16	69	15	97	91
LA MESA	79	30	51	19	22	62	16	14	51	35	34	48	18	21	63	17	24	61	15	25	65	10	93	85
LAVALAND	85	13	72	15	7	74	19	1	53	46	19	52	29	13	63	24	7	69	24	12	69	19	95	91
LONGFELLOW	39	13	46	41	3	61	36	10	49	41	21	58	21	10	52	38	10	52	38	13	54	33	96	78
LOS PADILLAS	51	10	72	18	2	76	22	2	52	46	45	33	22	8	68	24	14	64	22	20	62	18	95	91
LOWELL	40	53	34	13	58	32	10	50	21	29	48	44	8	45	25	30	45	37	18	45	37	18	95	88
MacARTHUR	26	23	54	23	19	54	27	12	53	35	31	54	15	12	53	35	19	69	12	31	57	12	95	78
MARIE HUGHES	116	2	50	48	2	57	41	0	49	51	3	51	46	2	59	39	4	50	46	3	60	37	96	80
MARK TWAIN	47	7	65	29	17	57	26	2	45	53	26	53	21	13	57	30	4	68	28	2	76	22	97	90
MARY ANN BINFORD	79	33	57	10	22	67	11	8	58	34	42	45	13	27	63	10	25	64	11	16	76	8	96	95
MATHESON PARK	112	8	40	52	3	30	67	6	31	63	13	46	41	5	46	49	6	38	56	5	41	54	96	93
McCOLLUM	46	0	33	67	0	26	74	0	17	83	7	41	52	4	26	70	0	28	72	0	35	65	95	76
MISSION AVENUE	44	9	68	23	5	65	30	2	26	72	14	46	40	11	55	34	5	58	37	2	58	40	95	86

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PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON CTBS

1985 - 1986

GRADE 5

		READING % of students			LANGUAGE % of students			MATH % of students			SPELLING % of students			REFERENCE SKILLS % of students			SCIENCE % of students			SOCIAL STUDIES % of students			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
	N	†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
MITCHELL	68	3	45	52	3	47	50	5	32	58	12	51	37	6	47	47	2	48	50	3	58	39	96	90
MONTE VISTA	73	5	33	62	5	47	48	3	44	53	10	57	33	7	36	57	7	38	55	4	47	49	97	91
MONTEZUMA	33	18	58	24	16	43	41	6	46	48	36	52	12	27	43	30	15	64	21	15	67	18	94	95
MOUNTAIN VIEW	43	28	56	16	19	58	23	12	46	42	37	44	19	21	58	21	23	63	14	28	63	9	97	73
NAVAJO	98	15	64	21	27	55	18	18	58	24	31	56	13	12	51	37	16	61	23	21	64	15	96	92
OLD TOWN	57	21	70	9	23	73	4	19	69	12	33	58	9	26	69	5	23	73	4	25	73	2	96	89
ONATE	77	4	41	55	3	40	57	0	23	77	10	59	31	4	41	55	8	43	49	4	47	49	96	93
OSUNA	83	5	49	46	1	50	49	2	35	63	13	62	25	4	35	61	2	43	55	5	54	41	97	92
PAJARITO	68	33	45	22	22	56	22	19	57	24	37	53	10	15	59	26	15	61	24	15	59	26	96	90
PUESTA DEL SOL	124	8	57	35	7	55	39	4	35	61	16	66	18	9	63	28	7	53	40	7	65	28	96	93
RANCHOS	54	9	65	26	9	67	24	7	52	41	39	54	7	15	63	22	13	63	24	17	53	30	96	94
RIO RANCHO	137	2	62	36	5	59	36	4	43	53	14	50	36	4	47	49	6	52	42	9	58	33	95	88
EDMUND G. ROSS	60	10	61	29	8	53	39	3	51	46	12	50	38	10	48	42	14	54	32	7	66	27	95	92
S. Y. JACKSON	89	7	38	55	7	45	49	3	34	63	11	46	43	8	45	47	6	46	48	11	47	42	96	90
SAN ANTONITO	38	13	48	39	19	51	30	8	46	46	21	61	18	19	54	27	22	46	32	30	43	27	96	87
SANDIA BASE	101	9	54	37	9	42	49	7	29	64	13	52	35	10	35	55	10	52	38	10	63	27	95	89
SIERRA VISTA	73	8	61	31	14	67	19	13	47	40	25	62	13	17	64	29	14	58	28	14	61	25	95	96
SOMBRA DEL MONTE	69	3	41	56	1	49	50	3	28	69	10	57	33	9	37	54	6	35	59	9	42	49	96	89
TOMASITA	58	12	66	22	12	62	26	5	43	52	21	55	24	17	55	28	12	62	26	21	67	12	96	92
VALLE VISTA	71	28	57	15	21	54	25	13	54	33	31	56	13	17	66	17	21	59	20	23	59	18	93	88
WHERRY	89	26	56	18	25	59	16	17	61	22	28	56	16	22	52	26	21	57	22	34	54	12	95	87
WHITTIER	59	20	44	36	19	44	37	14	30	56	20	51	29	25	43	32	32	39	29	28	50	22	95	82
ZIA	52	0	56	44	4	50	46	0	37	63	19	58	23	2	56	42	2	47	51	4	58	38	96	85
ZUNI	49	6	35	59	2	37	61	0	24	76	8	41	51	0	47	53	8	39	53	2	49	49	94	80

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PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON CTBS

1985 - 1986

GRADE 8

		READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
		% of students			% of students			% of students			% of students			% of students			% of students			% of students				
	N	†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
ADAMS	313	9	55	36	4	51	45	8	54	38	6	40	54	4	54	42	9	64	27	3	66	31	93	94
CLEVELAND	295	9	55	36	8	46	46	11	40	49	14	46	40	9	52	39	9	61	30	11	59	30	94	88
EISENHOWER	403	5	45	50	4	34	62	7	38	55	8	46	46	7	46	47	8	50	42	5	47	48	95	93
ERNIE PYLE	141	24	63	13	8	54	38	12	56	32	16	57	27	15	74	11	18	65	17	12	74	14	91	87
GARFIELD	195	21	61	18	13	60	27	23	58	19	20	53	27	12	63	25	20	64	16	15	65	20	94	89
GRANT	198	8	54	38	5	40	55	8	34	56	7	31	62	5	60	35	7	58	35	9	60	31	95	89
HARRISON	222	26	62	12	19	63	18	26	58	16	27	51	22	24	64	12	22	67	11	22	67	11	92	90
HAYES	149	21	57	22	16	49	35	26	50	24	20	54	26	18	58	24	15	62	23	13	63	24	92	87
HOOVER	320	5	52	43	2	43	55	6	30	64	7	48	45	3	50	47	7	52	41	4	54	42	95	93
JACKSON	255	9	55	36	9	51	40	9	50	41	13	51	36	11	54	35	11	59	30	10	62	28	94	90
JEFFERSON	197	15	38	47	11	41	48	12	44	44	16	44	40	12	43	45	12	51	37	10	46	44	92	88
KENNEDY	195	11	67	22	11	61	27	12	54	34	14	58	28	12	70	18	13	67	20	11	64	25	94	93
LINCOLN	250	7	63	30	4	51	45	8	57	35	17	49	34	7	61	32	9	65	26	11	60	29	93	80
MADISON	236	7	44	49	7	43	50	9	36	55	12	45	43	10	44	46	9	50	41	5	52	43	95	93
McKINLEY	261	15	60	25	11	57	32	18	49	33	16	57	27	17	63	20	15	63	22	11	62	27	91	91
POLK	142	25	57	18	8	66	26	30	52	18	25	50	25	20	59	21	21	64	15	20	62	18	90	93
ROOSEVELT	106	10	56	34	11	47	42	16	50	34	13	57	30	14	54	32	10	54	36	10	61	29	94	93
TAFT	182	19	60	21	17	46	37	21	44	35	23	53	24	11	65	24	12	67	21	11	66	23	93	88
TAYLOR	239	14	51	35	11	50	39	14	48	38	19	48	33	13	60	27	13	54	33	7	59	34	93	92
TRUMAN	268	23	66	11	17	66	17	33	49	18	28	56	16	22	65	13	23	64	13	17	70	13	89	90
VAN BUREN	202	18	50	32	8	55	37	11	40	49	18	51	31	12	54	34	11	57	32	12	56	32	91	84
WASHINGTON	193	36	56	8	22	61	17	36	50	14	29	52	19	29	58	13	33	56	11	21	65	14	93	87
WILSON	200	19	53	28	11	59	30	7	54	39	16	47	37	16	60	24	15	61	24	7	63	30	93	83

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